

# Osballdwick Primary School

The Leyes, Osballdwick, York, North Yorkshire, YO10 3PR

**Inspection dates** 26–27 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The teaching of mathematics and writing is not consistently good. Consequently, pupils do not always make the best progress of which they are capable.
- Teachers do not provide enough opportunities for pupils to develop their ability to write at length and perseverance in writing.
- Sometimes teachers do not ensure pupils pay close enough attention to the accuracy and precision required in their basic skills through all their work.
- Sometimes the work set restricts opportunities for pupils to deepen their learning and use the skills they have acquired, especially in mathematics.
- Marking and feedback does not always provide pupils with precise enough guidance to help them improve their own work.

### The school has the following strengths

- The headteacher has provided strong leadership through a period of significant change. She has received robust support from an imaginative senior team and an efficient governing body. As a result three distinct schools have merged successfully and the quality of teaching and learning is improving.
- Children are given a firm foundation to their education in the early years. They make good progress and are well prepared for their future learning.
- The teaching of letters and sounds (phonics) is effective. Pupils enjoy reading and achieve well.
- Pupils are well behaved, polite and considerate to each other. They feel safe and well cared for.
- The pupils' spiritual, moral, social and cultural development is promoted well through an engaging curriculum, such as their involvement in extra-curricular activities, sports and visits.
- Parents are proud and supportive of the school.

## Information about this inspection

- The inspectors observed lessons throughout the school and conducted several shorter observations of teaching and learning. They included observations carried out jointly with the headteacher and the deputy headteacher. The inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 35 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress; the school's plans for improvement; the management of teachers' performance; the use of pupil premium funding; and documentation and records relating to pupils' behaviour and safety

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Sue Vickerman

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

## Full report

### Information about this school

- The school is larger than an average-sized primary school. The numbers on roll have increased by over a half since the previous inspection.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is above the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- The school has a Nursery for 56 children who attend part time. The Nursery opened in September 2013.
- The school has a breakfast and after-school club run by the school, opened in 2013.
- In 2014 the school did not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher became executive headteacher of a federation with Derwent Junior School and Derwent Infant School in January 2013. In September 2013 the two Derwent schools closed and became part of Osbaldwick Primary School housed on two sites approximately a quarter of a mile apart. A significant number of new staff were appointed during this time, including some new to the profession.

### What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement, particularly in writing and mathematics by:
  - providing more opportunities for pupils to write at length
  - ensuring teachers' marking and feedback always helps pupils to improve their work, deepen their learning and address any errors
  - ensuring pupils pay close attention to the accurate application of their basic skills in all their work
  - giving pupils work which builds on and extends the mathematical and writing skills that they have already acquired to deepen their learning.

## Inspection judgements

### The leadership and management are good

- The headteacher has taken strong action over a significant period of time to address issues arising from a changing school population and, particularly over the last two years, significant changes in staffing and roles. She provides a clear sense of drive and ambition for the school which underpins a strong and positive ethos. As a result the school is taking strong steps to address the many issues which have arisen from merging three schools with very different contexts and past success. Staff morale is high.
- The senior and middle leadership team, including some who are new to their roles, are good role models for other staff to follow, through their own teaching and the support they provide. Leaders act on carefully considered action plans based on accurate assessments of the school's effectiveness, which are increasingly driving up standards in subjects, in the early years and for pupils with special educational needs. As a result the school is very clear about the aspects of teaching and pupils' achievement which need to be rapidly addressed and is further developing coaching and support procedures to tackle them. As a result the school has the capacity to improve standards and progress further.
- Self-evaluation is rigorous and accurate. Procedures to measure and analyse pupils' progress are imaginative and detailed to support rigorous school development and enable the governing body to hold leaders to account effectively. In particular, the use of Venn diagrams, graphs and charts help to identify with precision where support or challenge is needed.
- The local authority supports the school appropriately through regular analysis of the school's circumstances. This is supplemented by the school's use of independent consultants to provide further challenge. Effective partnership work with neighbouring schools supports the development of several aspects of the school's work, such as accurate assessment and curriculum development.
- The school has appropriate procedures to ensure staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The school has worked closely with other local schools to establish new assessment procedures following the removal of National Curriculum levels. These have been effectively implemented, although it is too soon to measure their impact.
- The use of pupil premium funding is increasingly effective in ensuring disadvantaged pupils narrow the gap in attainment with other pupils. How well disadvantaged pupils achieve is closely analysed and initiatives focus on boosting the learning of the individual pupils and preparing them well for their future learning. This is particularly evident in their progress in many subjects, particularly speaking and reading. However, this has yet to fully impact on national test results.
- Effective use is made of the primary school physical education and sports funding. The school is building on an established programme of specialist physical education by further developing the skills of all staff and curriculum planning. There is a breadth of opportunities for pupils to participate in sports and team games. This makes a good contribution to pupils' health and well-being.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no evidence of discrimination. However, the school is not yet fully effective in ensuring that pupils consistently achieve the best they can.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record keeping and well-trained and vigilant staff.
- Pupils' spiritual, moral, social and cultural development is promoted well through the subjects taught. Pupils are excited by opportunities to investigate and explore the world around them, such as the natural world in the extensive grounds. Religious, personal and social education, effective assemblies and the work of the school council strongly develop pupils' appreciation of different cultures and awareness of democracy and the values of modern British society.
- Staff work closely with parents and this has contributed well to the merging of the three schools. Parents hold the school in high regard.
- **The governance of the school:**
  - The governing body is a focused and efficient unit. They have a clear view of where the school needs to be and rigorously hold leaders to account. They have been key drivers for change and improvement during the period of federation and transition and have ensured finances and resources have been targeted on improving achievement. The governing body has undertaken and commissioned training on many aspects such as data, early years and safeguarding. They have been proactive in working with consultants and others to achieve an objective view of the school. Members of the governing body, particularly the Chair of the Governing Body, play a key role in the development of school governance within the local authority.

- Members of the governing body have a wide range of professional skills which are closely matched to their areas of responsibility. This contributes to good procedures and policy for many aspects of school life, particularly safeguarding, support for disadvantaged pupils and financial management. Policies are reviewed regularly through the committee system. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase. The school's budget is managed well and contributes to driving achievement higher. The governing body ensures that the pupil premium and sports and physical education funding are used appropriately.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them. Pupils are proud of their school. The pupils play and work together well.
- Pupils have positive learning attitudes. They move quickly and efficiently to their tasks and work outstandingly well with others. Very occasionally their concentration wanes when lessons are not engaging enough. However, they are rarely badly behaved. This is supported by the school's record keeping.
- Classrooms are calm, orderly and attractive. The school makes good use of outdoor spaces at break, lunchtimes and during outdoor learning sessions to help pupils develop cooperation and other social skills. There has been extensive building work since the merger to make full use of all opportunities for healthy outdoor sporting and other physical activities.
- The school's breakfast and after-school club provides a friendly start to the day, prepares pupils for a busy day's work as well as providing opportunities for completion of homework and time to relax.
- Pupils behave responsibly towards others. Good relationships are established in the early years and children share and work together well. Older pupils take their responsibilities as school councillors and in other organisations seriously. This contributes to their understanding of democracy and other British values.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and their parents agree. They have a good understanding of potential bullying situations, including racial and internet concerns. Pupils understand different forms of bullying including the use of racist comments and cyber bullying; they give good examples of how the staff successfully address the few issues that emerge. Pupils and their parents feel well supported, particularly by the pastoral care team.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. They make good use of a 'Friendship Bench' in the playground to support each other.
- Attendance is in line with the national average and rising. Pupils are punctual. They are prepared well for work. The school monitors attendance closely and works well with other professionals to address any concerns.
- Pupils are well prepared for keeping themselves safe in later life. For example, programmes of personal, social and health education, including work with health and emergency services, ensure pupils have a strong understanding of the dangers of drugs and alcohol. Visits and visitors contribute well to the development of pupils' health and well-being.

## **The quality of teaching** requires improvement

- Too frequently teaching misses opportunities to allow pupils to write at length to develop and deepen their writing skills. Teachers' use of marking and feedback is not effective enough in helping pupils improve their own written and mathematical work and increasing rates of progress. Teachers mark pupils' work regularly. However, the comments that they write do not always show pupils clearly enough what they need to do to improve. Teachers do not always ensure that advice given is acted on.
- Sometimes the work set inhibits pupils from making the best progress possible. For example, some tasks in mathematics do not appropriately give pupils scope to develop their mathematical reasoning and show how they have arrived at the answer. Opportunities for pupils to write in greater depth and produce full answers are sometimes restricted by the amount of space they are given to work in.
- Teachers do not always expect pupils to pay close attention to the application of the basic skills they have

acquired. In particular, pupils do not always take enough care in their use of spelling and punctuation in their writing. Teachers do not ensure pupils make full use of what they already know in mathematics, especially their mental skills, when solving problems.

- The teaching of pupils' phonic skills is effective. Learning engages and builds rapidly and securely on their earlier learning in the early years.
- Pupils' reading skills are further developed through the good opportunities they have to read regularly throughout the day and the effective use of homework. Pupil premium funding is used well to provide regular and specialist reading support for disadvantaged pupils when required.
- There is a good atmosphere for learning in most classrooms and pupils respond well to this with their good behaviour and positive attitudes. Classrooms are well resourced and attractive throughout the school.
- Teachers question pupils well to help them embed and extend their learning.
- Overall, work is matched closely to pupils' different abilities and needs. Teaching assistants are used well to boost the learning of all abilities and provide specialist interventions where required. This has a particularly positive impact on ensuring that disabled pupils and those with special educational needs make at least the progress expected of them.
- Pupils make good use of reference material such as thesauruses, word lists, punctuation pyramids and other guides to aid and reinforce their learning. They make imaginative use of information and communication technology for researching and expressing their ideas.

### The achievement of pupils

### requires improvement

- The work pupils are given does not always ensure that they make full use of their skills and deepen their learning, particularly in mathematics and writing; this slows the progress that they make. These inconsistencies are not evident in the early years.
- Standards have declined since the previous inspection particularly in the last two years during a period of significant change. In 2014 the national curriculum test and assessment results for Year 2 and Year 6 pupils were below average, particularly for writing and mathematics. The school did not meet floor targets for Year 6 pupils. This largely related to specific and significant staffing and other issues. These specific issues have since been addressed through robust action by the leadership.
- Inspection evidence from pupils' current work and the school's rigorous tracking of pupils' progress show that standards are improving and are largely average at both key stages. The evidence also shows clearly that those pupils who had most of their education at Osbaldwick Primary School have made good progress over time.
- In 2014 the test results at the end of Key Stage 2 for disadvantaged pupils were in line with other pupils in the school in mathematics, two terms below in reading and three terms below in writing. They were below national results by one and a half terms in mathematics, two terms in reading and four and a half terms in writing. Their progress and achievement was also largely affected by the staffing issues. The evidence from inspection shows that the pupils' needs are accurately assessed and additional support is accurately targeted. As a result, the gap in attainment is reducing for many pupils.
- Disabled pupils and those who have special educational needs make progress which is similar to that of other pupils in school from their initial starting points. Disabled pupils and those who have special educational needs are supported well by effective special teaching programmes and well-deployed teaching assistants so that they develop basic skills well, especially in reading. As a result this prepares them well for learning in all subjects.
- The most able pupils also make progress similar to their peers overall. They reach generally above-average standards in reading and mathematics. Pupils have good collaborative skills and work together well as parts of a team. However, some aspects of teaching do not ensure they deepen their learning sufficiently, especially in writing.
- Pupils' achievement in reading is good. They make very quick gains in understanding phonics and results of national checks for these skills in Year 1 are average and improving. By Year 6 pupils read widely and often, and standards are average and rising. Pupils read with confidence, expression and enthusiasm. They have a good knowledge of the style of different authors and the way that these authors use language to develop plot and characters.
- A strong focus on pupils' presentation and handwriting has been effective in raising standards significantly over the last few terms. Pupils have risen to teachers' consistent high expectations. As a result pupils' presentation of their work has improved. However, writing does not always show sufficient depth or length and creative use of language.

**The early years provision** is good

- Children in the early years make good progress and achieve well. Many start in the early years with skills and knowledge which are below those typical for their age, particularly in speaking, reading and physical skills. The majority make good progress and achieve well. They are well prepared for Year 1 and standards are rising.
- There has been less disruption to teaching and learning overall in the early years than other parts of the school. Good leadership and management mean staff are well prepared and continue to sustain the good provision. Since the previous inspection the school has improved the challenge provided through activities children undertake independently. There are clear and precise plans of action to build further on the good work.
- Children learn in a bright and attractive environment. Resources are carefully considered to stimulate learning and encourage children to handle them. For example, children enjoy using magnifying glasses to investigate natural objects in their winter work. They make very good use of the 'rocks' building resources to create a den for the collection of dinosaurs.
- Good talking, listening and social skills are quickly established. Adults work alongside children in their role play and other activities. They ask children questions which help them to frame their responses and extend their vocabulary. For example, in exploring the capacity of different-sized containers in dry sand and water play.
- Early reading skills are well taught. Children make rapid progress in learning phonic skills and have many opportunities to practise them. Homework makes a good contribution to reading development.
- Writing skills are promoted well through all areas of learning. This is reflected in the attractive displays of children's work used as a teaching point for further development.
- Children are well behaved and feel safe. They follow instructions well and tidy up with care both indoors and out. New children settle very quickly into school life and their attendance is positive.
- Assessments are accurate and used well overall to plan future work. Records of children's achievement are good.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121339
<b>Local authority</b>	York
<b>Inspection number</b>	447797

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Lewis
<b>Headteacher</b>	Lesley Barringer
<b>Date of previous school inspection</b>	8 December 2010
<b>Telephone number</b>	01904 555606
<b>Fax number</b>	01904 425346
<b>Email address</b>	osbaldwick@york.gov.uk

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